

O'QUVCHILARNING SO'Z BOYLIгинI OSHIRISHDA MAQOLLARDAN FOYDALANISH SAMARADORLIGI

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Annotatsiya. Ushbu maqola maqollarning yangi so'zlarni (leksika) o'rganishda qanday rol o'ynashini tahlil qiladi. Tadqiqot, maqollarning til o'rgatishda qo'llashning ko'p jihatli foydalari borligini ta'kidlaydi. Maqola, hozirgi ilmiy adabiyot va tadqiqotlarni ko'rib chiqadi—Nation (2001)ning leksikani kontekstual ravishda o'rganish ahamiyati haqida bo'lgan fikridan tortib, Boers (2000)ning metaforik til orqali kognitiv faoliyatni faollashtirishga oid mulohazalarigacha. Shuningdek, maqolada maqollarning tezda yodda saqlay olishligi haqida gapiriladi. Fikrlar turli misollar orqali taqdim etilgan. Maqola, an'anaviy leksika o'rgatish usullari va maqollarni qo'llaydigan innovatsion yondoshuvlarni tahlil qilish orqali, maqollarning so'z boyligini oshirishdan tashqari, madaniy savodxonlik va samarali muloqot ko'nikmalarini rivojlantirishga qanday hissa qo'shishini keng qamrovli tarzda ko'rib chiqadi.

Kalit so'zlar : Maqol, lug'at boyligi, kontekst, mnemonika

ЭФФЕКТИВНОСТЬ ИСПОЛЬЗОВАНИЯ ПОСЛОВИЦ ДЛЯ РАСШИРЕНИЯ СЛОВАРНОГО ЗАПАСА УЧАЩИХСЯ

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Аннотация. В статье рассматривается роль пословиц в изучении лексики. Исследования подчеркивают, что интеграция пословиц в преподавание языка приносит многогранные преимущества. Статья рассматривает текущую литературу и исследования — от акцента Нэйшн (2001) на важности контекстуального изучения лексики до идей Бёрса (2000) о когнитивном вовлечении, стимулируемом метафорическим языком. Кроме того, в статье обсуждается, как пословицы способствуют лучшему запоминанию. Идеи иллюстрируются через различные примеры. Анализируя как традиционные методы преподавания лексики, так и инновационные подходы с использованием пословиц, статья дает всесторонний обзор того, как пословицы способствуют не только удержанию лексики, но и развитию культурной грамотности и эффективных коммуникативных навыков.

Ключевые слова: Пословица, Словарный запас, Контекст, Мнемоника

THE EFFECTIVENESS OF USING PROVERBS IN ENHANCING LEARNERS' VOCABULARY

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***Annotation.** This article examines the role of proverbs in vocabulary learning. Research emphasizes that the integration of proverbs in language teaching brings multifaceted benefits. The study reviews current literature and research—from Nation's (2001) emphasis on the importance of contextual vocabulary learning to Boers' (2000) insights on the cognitive engagement stimulated by metaphorical language. Additionally, the article discusses how proverbs enhance memorability. Ideas are provided through various examples. By analyzing both traditional vocabulary instruction methods and innovative approaches that employ proverbs, the article provides a comprehensive overview of how proverbs contribute not only to vocabulary retention but also to the development of cultural literacy and effective communication skills.*

***Key words:** proverb, vocabulary, context, mnemonics.*

Introduction

Despite being one of the most essential aspects of learning foreign languages, vocabulary learning has been neglected for a long time. It was often given little priority in language programs and was often left to look after itself and received only incidental attention in textbooks and language programs (Richards and Renandya, 2002). However, vocabulary plays a key role in developing proficiency in a language as a rich vocabulary helps learners express themselves clearly and effectively, and it allows students to create meaningful communication. According to Mohammad Javad Rezai (2014), a number of researchers have become interested in vocabulary instruction. They have come to realize that vocabulary is an important area worthy of effort and investigation. It has, consequently, gained popularity in the general field of English language teaching and learning (Richards & Renandya, 2002).

When we look at some traditional vocabulary teaching methods, we can find most of them focus on rote memorization, which often fails to engage students. As we know, through repetition and memorization, we store information, as well as new vocabulary, in our short-term memory. However, the human memory tends to forget this

information quickly. As a result, innovative methods are needed to improve learners' vocabulary skills in ways that are easier to remember.

An effective technique for teaching vocabulary can be the use of proverbs. Proverbs are part of the traditional verbal folklore genres, and their wisdom has provided timeless guidance in social interactions for people globally. Due to their basis in everyday experiences, proverbs are brief, memorable, and useful in all life situations. Learning new vocabulary through proverbs helps students understand how new words are used in context as a natural part of language. According to Mohammad Javad Rezai (2014), a proverb is usually recognized by the fixed, often short form and contains frequently used vocabulary, and therefore is quite easy to memorize. As teaching aids, English proverbs are expected to improve learners' vocabulary learning.

This research aims to identify effective methods for learning vocabulary through proverbs, which could assist learners in overcoming issues of retention and forgetting it demonstrates the effectiveness of using proverbs in enhancing learners' vocabulary, and investigating how proverbs can improve vocabulary retention and understanding.

Literature review

The term vocabulary describes the collection of words that a person or group knows and uses in a certain language.

A proverb is a short, generally recognized saying or expression that describes a general truth, advice, or moral lesson based in common sense or experience.

Vocabulary is crucial for language acquisition, and researchers have emphasized the necessity of effective techniques to help learners in remembering and using new words. Proverbs are specifically productive as teaching tools because they offer meaningful context, deeper insights, and cultural understanding. Not only do proverbs assist with vocabulary acquisition, they also provide learners with understanding into the useful utilization of words.

According to Nation (2001), vocabulary is more effectively learned in context, where learners can infer meaning from



surrounding words and situations. Based on this, it can be said that proverbs as real-life contexts, allowing learners to understand how words are used naturally and meaningfully in various situations. The proverb “*Actions speak louder than words*” shows behavior-related vocabulary like “actions” and “words,” while also sending a deeper figurative message emphasizing the significance of peoples' acts over their words. Such symbolic language enhances the learner's understanding and assists improved retention and use of new vocabulary. “*A penny saved is a penny earned*” provides a real-world context that not only teaches the word “earned” but also connects it to the concept of saving and personal finance. By encountering words like “penny” and “earned” in this context, learners are more likely to remember them because the proverb is directly linked to their understanding of personal value and saving. Nation’s argument supports the view that learning vocabulary in context—especially through proverbs—makes new words more meaningful and easier to remember. In connection with these ideas, Boers (2000) also highlights the significance of vocabulary in language learning. Boers (2000) emphasizes the importance of metaphors in the acquisition of vocabulary. Proverbs often present metaphorical expressions, requiring that learners engage with language more deeply. This approach requires cognitive skills, supporting learners in more effectively memorizing the forms and meanings of new vocabulary while also understanding their overall consequences. When learners interpret proverbs, they not only expand their vocabulary but also improve their abstract and critical thinking skills. For instance, the proverb “*A bird in the hand is worth two in the bush*” teaches not only the words “bird” and “hand,” but also the idea that what one already has is often more valuable than what is uncertain. This deeper understanding of both the words and their meanings helps learners better remember and use new vocabulary. The study taken by Boers emphasizes the induction of cognitive processes in learners through metaphorical proverbs. Deeper engagement benefits in improved memory retention. Proverbs such as “*Actions speak louder than words*” serve not only to teach vocabulary but also to strengthen a vital moral lesson through metaphor, forming a cognitive



connection that helps with vocabulary retention.

Additionally, Liu (2008) suggests that proverbs help learners become more familiar with everyday phrases and natural word combinations, which are crucial for becoming fluent in communication. For instance, expressions like *"Too many cooks spoil the broth"* this combine common words ("cooks," "spoil," "broth") in a specific, familiar way to express the idea that when too many people try to control something, it can lead to problems or *"Don't bite the hand that feeds you"* include common words and familiar phrases that are often used together. By learning these, learners can improve their vocabulary and sound more natural in conversation.

Thornbury (2002) further highlights the importance of proverbs as memory aids in learning a language. A mnemonic is a memory aid that helps the retention and recall of information for learners. The rhythmic and formulaic structure of proverbs makes them naturally suited to be effective mnemonics. Due to their catchy, repetitive patterns, they are easier to remember than isolated vocabulary items. This is essential for learning vocabulary, as it allows learners to store and obtain new terms and expressions more effectively. Because it beyond basic memorization of words, the mnemonic value of proverbs is particularly significant.

If we take a deeper step into this topic, it is essential to consider that proverbs not only provide vocabulary acquisition but also serve as a bridge between language and culture. Furthermore, W. Mieder (2004) believes proverbs as cultural and linguistic miniatures that represent traditional wisdom and perspectives. Thus, learning proverbs contributes to language literacy as well as cultural literacy. By way of this dual exposure, learners' abilities in the appropriate use of vocabulary across diverse socio-cultural contexts are enhanced. For example, proverbs such as *"East or West, home is best"* not only provide vocabulary related to home and place but also embody a cultural value regarding belonging and the significance of one's roots. By learning such proverbs, learners



gain insight into the values and attitudes of native speakers, which enhances their understanding of language use in specific cultural contexts.

Proverbs	Words
Actions speak louder than words	Actions, word, louder
A penny saved is a penny earned	Penny, save, earn
A bird in the hand is worth two in the bush	Bird, hand, worth, bush
Too many cooks spoil the broth	Cooks, spoil, broth
Don't bite the hand that feeds you	Bite, hand, feed
East or West, home is best	East, west, home, best

Conclusion.

In conclusion, proverbs can be integrated into language learning offers significant benefits beyond traditional rote memorization methods. Not only do proverbs situate new words within meaningful and culturally relevant contexts that enrich vocabulary, but their mnemonic and metaphorical qualities also enhance retention and promote deeper cognitive engagement. The evidence reviewed—from Nation's contextual learning framework to Thornbury's analysis of mnemonic devices—indicates that proverbs function as both linguistic tools and cultural artifacts, providing learners with practical insights into real-life communication. Therefore, the inclusion of proverbs in vocabulary teaching can connect the divide between theoretical language learning and its practical application, allowing learners to use language more naturally and effectively.

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